



ASSESSMENT POLICY

(Draft 4: 18 February 2010)

Introduction

An International College education engages girls and young women in an active learning community that is distinguished by its ethics and global identity. Through the Analgesian National Curriculum and the IB Curriculum, the International College Assessment Policy defines the framework for:

- designing learning and assessment
- assuring assessment integrity

Principles

The learning and assessment design values the diversity of life experiences and the cultural and linguistic contexts that students bring to their learning. It is flexible and responsive to the diversity of students and learning contexts. The learning and assessment design supports quality teaching, learning, and assessment through the provision of feedback.

The learning design is learner-centred, promotes the integration of knowledge, and develops higher order thinking, understanding, and knowledge. The assessment design leads to assessments that are fit for purpose, reliable, and fair.

In the National Curriculum, students develop skills, knowledge, and understanding for success in the certificate and for future pathways. The learning and assessment design enables students to plan coherent learning pathways through and beyond senior secondary education.

In the PYP, the learning and assessment design enables students to experience a rich and broad integrated curriculum to develop understandings of their learning pathways.

In the MYP students develop a deep understanding of subject content in their inquiries set in real world contexts through the Areas of Interaction. The learning and assessment design enables students to explore a rich, broad, integrated and interdisciplinary curriculum to develop understandings of their learning pathways.

In the DP students develop deeper conceptual understandings within the disciplines while also reflecting across the disciplines within TOK. The learning and assessment design supports curricular goals and encourages appropriate student learning.

Design of Student Learning and Assessment

The skills outlined in the National Curriculum, the IB learner profile and the MYP Areas of Interaction enable students to make connections in their learning within and across subjects in a wide range of contexts.

Teachers design a set of assessment types, that is, one or more assessment tasks, that are grouped together to provide the evidence of ways in which a student has demonstrated her learning achievements against the performance standards / descriptors. Thus the assessment types (usually

three or four per semester) are designed to support the gathering of valid evidence against the learning requirements. The assessment types relate directly to the learning requirements and the performance standards / descriptors.

These learning requirements and objectives form the basis of the:

- ☐ learning scope and sequence
- ☐ evidence of learning that students provide
- ☐ assessment design criteria
- ☐ levels of achievement described in the performance standards and descriptors.

The assessment design criteria are based on the learning requirements / objectives and are used by teachers to:

- ☐ clarify for the student what she needs to learn
- ☐ design opportunities for the student to demonstrate her evidence of learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- ☐ students should demonstrate in their evidence of learning
- ☐ teachers look for as evidence that students have met the learning requirements.

The performance standards of the National Curriculum describe five levels of achievement that are reported with the grades A to E at the student's completion of study of a subject. The MYP and DP describe 7 levels of achievement with grades 1 – 7 at the student's completion of study of a subject.

Quality Assurance in the National Curriculum and IB

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards / descriptors. Teachers and students use the performance standards / descriptors to decide how well each student has demonstrated her learning based on the evidence provided through the set of assessments (organized through assessment types). Students can also refer to the performance standards / descriptors to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning, demonstrated through the set of assessments, by:

- ☐ referring to the levels of achievement described in the performance standards / descriptors
- ☐ assigning a grade / number based on the level that gives the best overall description of the student's evidence of learning.

Assessment of student learning is school based in all nationally-accredited subjects at Stage 1 and in the MYP and PYP.

At Stage 2 of the National Curriculum all subjects have two assessment components: school based (70%) and externally assessed (30%). Assessment tasks are designed by the student's own teacher in accordance with the general assessment specifications approved by the National Board or the IB.

For MYP the achievements in school-based assessment components and external assessment components are referenced against a single set of performance standards / criteria for each subject.

Assessment in the Diploma Programme measures students' achievement levels against published criteria that are derived from the course aims and objectives. Assessment components in the subjects and the core are

- a. internally assessed by the school's teachers and externally moderated by IB examiners, both apply the same criteria
- b. externally assessed by IB examiners (for example: exams, essays in some subjects, etc.)
- c. internally evaluated by the school: CAS

Details of each assessment component are described in the DP guides and teacher support materials.

The design of assessment activities at International College for internal and external confirmation, moderation and standardization:

- complies with requirements from the National Board as well as from the IB, as applicable
- allows for evidence to be gathered under common conditions
- contributes to the range of evidence to be provided
- provides an additional mechanism for ensuring comparability of standards
- allows for the judgment of the quality of learning to be validated by someone other than the student's teacher. That is, it allows the student to demonstrate her learning to others outside her immediate learning environment.